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ABSTRACT

Project HAPTT (Haitian Parent-Teacher Training) is a training program for educators and community members in New York City who work with limited-English proficient Haitian students in Haitian Creole/French-English bilingual programs. The project represents a comprehensive effort to attack the problems encountered by Haitian students and parents in the New York public school system. This evaluation of the second year of Project HAPTT's operation at City College of New York was conducted using information gathered from September 1982, to August 1983. The evaluators found that the Project continued to function much as it did during the first year, and complied with the specifications of its grant proposals. The first of the Project's two major divisions, the College Component, assists college students interested in education to get special training towards a bachelors degree in elementary education, with a bilingual (Haitian-Creole) concentration. The achievement levels of the 1982-83 freshmen were found to be well above average, and all the students interviewed praised the help and concern of Project staff. All the courses developed by the Project were found to have been completely institutionalized, ensuring that the degree program will continue to be offered after the grant period. The second major component of the Project, which attempts to provide Haitian parents with the skills they need to meet their responsibilities, consists largely of outreach activities. The evaluators found that the links between this component and the Training Component were continuing to increase, especially as trainees have become more involved in outreach. Under the leadership of HAPTT's Advisory Committee, the Parent Component launched a campaign to focus community attention on the needs of Haitian children, entitled "The Haitian Child: Struggling for a Future." (KH)

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PROJECT HAPTT

Haitian Parent and Teacher Training Program

Program Evaluation - 2nd Year

Grant # G 008102467

FINAL REPORT

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November 30, 1983

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Project HAPTT (Haitian Parent-Teacher Training) began its second year of operation under grant # G 008102467 on September 1, 1982. The grant stipulates that a program evaluation be carried out by an outside evaluator for each of the three years of the project. Evaluation is mandated in order to insure compliance with the requirements of the grant.

The evaluator is charged with documenting the activities under the grant and offering recommendations which, if followed, would facilitate program implementation or improve the overall impact of the project. An evaluation for the first year of the project was made and the final report submitted to the agencies involved.

What follows here comprises the systematic program evaluation of Project HAPTT for the second year of the grant (September 1, 1982 - August 31, 1983).

The findings of this report are thus based on information gathered from September 1, 1982 to the end of the month of August 1983. The evaluation procedure included: study of the original contract proposal and continuation proposal; review of written records; minutes of meetings; interviews with trainees, Project staff and community members; review of materials prepared; observation of classes, workshops, conferences and staff interaction; and all forms of documentation.

Program Description:

Project HAPTT (Haitian Parent-Teacher Training) is primarily a program of training for those educators and community members who work or intend to work either directly or indirectly with limited English

proficient (LEP) Haitian students in Haitian Creole/French - English bilingual programs. The project as conceived has two major interrelated components, one whose main purpose is to prepare prospective teachers, and the other where activities center on broad training of parents of school-age children, hence the acronym HAPTT.

The project should be seen as a comprehensive effort to attack the problems encountered by Haitian students and Haitian parents in the New York City (NYC) public school system. Although the population of Haitian students in NYC schools (both public and parochial) is substantial, the number of programs specifically designed to deal with their problems are still next to non-existent. The need for a program such as Project HAPTT is best understood, indeed underscored, by careful consideration of the following:

- Not more than 15% of students with Haitian linguistic and cultural background receive Title VII services.

- Of the "special" services provided for the students, ESL classes have received the major emphasis.

- Results from these programs for Haitian LEP students, however, are not promising and suggest either that existing programs are not designed to meet the special needs of these students, or that an understanding of the linguistic and cultural factors which might impede normal progress toward academic success have not been made an integral part of the professional training of those now responsible for administering or teaching ESL classes.

- Furthermore, the Haitian population of NYC is expected to increase which would more than likely intensify those educational problems already recognized.

Surely one explanatory factor in the failure of existing programs is that in those schools which enroll the largest number of Haitian-American students there are few professional educators with the requisites to deal with these students. That is, the number of either Creole or French/English speaking teachers in bilingual or ESL programs is very low. Indeed, it has been estimated that "only about 100 persons of Haitian culture are presently employed in NYC schools." This is compounded by the fact that it was in 1974 that the last licensing exam for prospective bilingual French/English elementary teachers was given in NYC. Another was announced for 1983.

- One may justifiably conclude, therefore, that the overwhelming number of Haitian students who are in need of services which could and should be provided through bilingual programs are having to do without them.

- The problems of this substantial segment of the student population could easily be rectified through the hiring of more Creole/English speaking professional educators to administer and/or teach in bilingual programs were it not for the fact that the number of those already qualified for such appointments is scant.

Thus, any program designed to meet the needs of Haitian LEP students in the NYC schools through attention to both second-language acquisition and to increasing those pedagogical skills necessary to insure academic success must address itself to the "need to improve the qualifications and to increase the number of professional pedagogical personnel able to participate in Haitian bilingual programs." Recognition of these needs and the desire to address them directly is the raison d'etre for one of the two major components of Project HAPTT.

Moreover, because of the recognized lack of adequate programs and of the amount of time necessary to train sufficient number of qualified professionals to staff such programs, attention must also be paid to the mechanisms of support available to students in their respective homes and communities. A novel aspect to Project HAPTT is just such recognition of the need to provide training to the parents of Haitian students in order that they may in turn provide the support (both emotional and academic) in the environment of the home and the community at large which is lacking in the schools and which, it is argued, will facilitate acclimatization to the American school system and the acquisition of skills necessary to insure normal academic achievement.

When one turns, however, to the home and the community in order to uncover the mechanisms of support necessary, one is struck with a host of issues and problems.

- The problems of the home environment as one conducive to learning are compounded by health and nutrition problems due to a variety of causes: inadequate housing, knowledge of the ways and means to facilitate adaptation to a temperate climate, knowledge of uses and preparation of foods new to the diet, and so forth, all contributed.

- On one level these problems might be seen as due to a reduced or non-existent flow of information. After all, federal and local governmental agencies, as well as the schools, provide free pamphlets and instructional leaflets covering an extraordinarily wide range of topics. The members of this target population, however, exhibit a

very high rate of illiteracy and so cannot avail themselves of this "solution". But literacy is not the only problem since that information which is provided by governmental or other agencies is available in either English or Spanish and not in French and Creole.

- What is needed obviously are local community agencies which deal with Haitians and the problems tney face in adapting to life in the United States. The number of such viable organizations, at present, can be counted on one hand.

It is easy to see, therefore, the degree to which the population is removed from the American experience and from those avenues which would allow them to partake in the American social and economic life. Recent evidence on the increase of mental illness among male members of this population (which fits a depressing but common pattern among those immigrant groups most estranged from the American experience, as for example Mexican migrant workers and Hmong refugees), supports not only the conclusion, but underscores the immediate need for a program to address these issues. The monies allocated for the second major component of Project HAPTT were used to address these issues by providing training and assistance to parents of school-age children.

The program, designed as Project HAPTT, is meant to impact the issues underlying the educational experience of Haitian LEPs in a number of ways. The overall goal of the Project is to develop the potential of Haitian immigrants to contribute to their new society through the provision of resources, training, and information necessary to address and ameliorate those needs which underly the means of attaining the benefits offered by formal education. Specifically, those "persons dealing with LEP children of Haitian background will be better

prepared to enter the elementary and secondary school system and function in it more successfully."

"Entering the school system" is defined and understood broadly. That is, the Project is not concerned solely with the training and placement of professionals but with all those involved with the education of Haitian LEP children. Thus, parents will be able to "enter the system" by understanding the process of education in American schools, by supporting the classroom teacher through assistance with homework, by attending teacher-parent conferences, by becoming involved in Parents Associations, and so forth, with the Project's advocacy support.

The Project, as stated above, is comprised of two components each of which has a major focus culminating in one major activity. These activities, however different, are not distinct but interrelated.

The Parent Training component The purpose of this component, which was alluded to above, is to insure that "parents receive the necessary skills to assist their children in the educational process, and to establish fruitful contacts with schools in their area."

The College Component: For this component the Project has identified and assisted those persons from the Haitian-American community who have an interest in pursuing a career in education. Those who chose to become involved with the Project entered a program of study at CCNY which leads to a B.S. in bilingual education. Those who successfully complete the program will comprise a pool of professional educators specifically qualified to meet the needs of Haitian students in the NYC schools. It should be emphasized that special efforts have been made to recruit parents as students for this component also.

Project Staff:

The Project continues to function much as it did during the first year of operation. Staff meetings are held without fail on a biweekly basis wherein problems are discussed, plans made for future activities, and progress on events already "in the works" is reported. The minutes of each staff meeting are typed and distributed to all staff members shortly afterwards. The minutes serve, as expected, as an accurate record of the ongoing activities of the staff: tasks assigned, discussions held, problems broached, and so forth. Thus the overall functioning of the Project and its staff members is monitored through the meetings, and topics and issues raised are not allowed to be dismissed without resolution.

There have been two staff changes at the Project. In late October '82 the Project Secretary resigned to take another position. It should be noted that the resignation was not prompted by any dissatisfaction with the Project itself. When a position offering increased financial amenities opened in another agency, the secretary accepted. Unfortunately, her resignation was unexpected and the Project received very little notice. Thus, they were left for a period of almost three weeks without secretarial assistance, since in order to find a suitable replacement the position had to be advertised and prospective candidates interviewed. In addition, sufficient time had to be allotted for advertising as per the College's Affirmative Action Guidelines. In all, seven applicants were interviewed and the position filled in late November. During the period of absence of the secretary, the remainder of the staff worked in concert to insure that the most urgent of those tasks normally assigned to the secretary were not left undone. All of the staff have expressed complete satisfaction with the new secretary's work.

Due to cutbacks in grant funds, one staff position had to be eliminated for the upcoming '83-'84 year. After much consideration it was decided to follow the recommendation of Washington and to eliminate the position of Project Coordinator. It was felt that by modifying the job descriptions of the remaining staff, the work of the Coordinator could be carried out. These changes were discussed by the staff and agreed to, given the fact that the Project Director will take over most of that position's responsibilities.

Although the Project Coordinator's contract was to expire on 31 August, upon notice of termination she was able to secure a position beginning 1 July and therefore tendered her resignation effective 30 June.

(Due to the resignation of the Coordinator prior to the completion of the contract year, those funds budgeted for salary were applied to Summer Session costs for nine of the HAPTT trainees who had expressed a desire to advance their studies.) And in addition two student aides were hired to help out with office coverage during the vacation schedules.

The full effects of the cut in staff size may not be felt until the '83-84 year, the "transition period" provided by the early departure of the Coordinator allowed time for adjustments to take place before the start of the '83-'84 academic year. Every indication is that things are running smoothly, although the summer months see a slack in activities and this must be taken into account before any proper judgment may be made.

As regards staffing generally it had been recommended that the Project "investigate the feasibility of additional staffing either

through increased funding or through the employment of college work/study students." The Project recognizes the need to identify possible sources of funds which would enable them to address problems of urgent concern to the Haitian-American community but which would require additional manpower if undertaken alone. One such issue may be the question of juvenile delinquency (See page). Should additional staffing become necessary for short-term or special projects, the Project now has access to a new computer service through the Research Foundation of CCNY which can conduct a search for sources of funding for specific programs. Thus far the search has been unsuccessful, but continues.

It had been hoped that assistance in the daily tasks of the Project might be provided through the college work/study program. The Project, however, has not had much input into the process of selection of work/study students since they are assigned to the Department of Elementary Education which then assigns them to various offices within the department. Students are normally assigned to tasks or departments solely on the basis of financial need. The Project, however, would be served best by a student proficient in French and Haitian Creole. The Project Director has communicated this to the work-study office and they have promised to assign students of Haitian background to the Elementary Education Department who in turn can assign them to HAPTT.

One other change affecting the staff was the move of the School of Education (within which Project HAPTT functions) to the new North Academic Center building on the CCNY campus. The Project now occupies a new, spacious office on the sixth floor of the building which includes ample space for the resource library and tables which the

the remaining two slots were made available when two trainees were granted leaves of absence in order to complete academic work.

Three of the five new trainees under the grant are parents. This 60% recruitment rate of parents is a clear indication of the Project's success in meeting the recommendation that every effort be made to "increase recruitment of parents of LEP children into the college component."

The Project selected seven applicants for the Spring Term 1983. Three entered under the grant (two of which are parents), three under TAP and PELL grants, and one who pays his own education costs. Also, sixteen prospective applicants have already been interviewed for the Fall 1983 Term.

It should be emphasized that when space becomes available for new applicants this is not due to lack of success in the program forcing students to pursue other goals. Rather, occasionally students will request a temporary leave of absence to complete academic work, but more often slots are made available as a result of a serious illness or other health problem befalling a trainee. Graduation will also affect the availability of slots as trainees complete their training.

As the figures indicate, while the grant provides funds for eighteen trainees (8 full-time & 10 part-time), the Project provides guidance and assistance (through counseling specifically) to eight additional students. The students' progress is carefully monitored. If skill development is required, the Project staff will assist in arranging it. Students whose cumulative point average drops below 2.75 are placed "on warning." This is an unofficial device utilized by the Project in its monitoring to help students maintain a successful level of achievement. The 2.75 indicator is well above the

trainees utilize for special projects or for study, as well as the desks and office equipment necessary for the Project staff. The move to the new office took place in December and caused only minor disruptions in the words of the staff (as for example the delay in having the telephones installed which required someone to staff the old office for a number of days).

Although the number of activities carried out in December by the Project was affected by the move, the cut was by no means drastic but rather a brief slowing down occurred before everything was back in place.

College Component

The grant under which the Project operates provides financial aid to eighteen trainees pursuing the B.S. degree in bilingual education. Recruitment for the Fall Term of the 1982-83 academic year took place in August. There were upwards of twenty-five applications and each applicant was carefully screened by means of a personal interview, written test, and other standard procedures. Those applicants without the necessary requirements were provided information as to existing educational programs (GED, ESL, and so forth) in order to avail themselves of the opportunity to increase their academic skills.

A total of eight applicants were selected for the Fall Term. Five entered under the HAPTT Project grant, two under the SEEK program, (Search for Evaluation and Education through Knowledge) and one whose education costs were paid by a combination of TAP (Tuition Assistance Program) and PELL grants. Three of the five entering under the grant filled slots vacated by trainees for a number of non-academic reasons,

university's official 2.25 index requirement for students in the School of Education to begin student teaching.

The achievement level of the trainees is well above average. More than 50% of the students have made the Dean's list (11 for Fall '82 and 14 for Spring '83) which includes a cumulative point index of 3.0 or more.

In addition, the School of Education requires that all students be proficient in the English language before beginning student-teaching. The Project's monitoring process aids in identifying such students who might need additional help in gaining English proficiency. Through this process three trainees were so identified and the Project arranged with an ESL consultant from Teachers College, Columbia University to provide workshops and individualized assignments directed at problems in written expression.

The '82-'83 year saw the first official graduate of the Project. The student graduated cum laude and was immediately placed in a school for the Fall of '83 as a result of the guidance and career services provided through CCNY. That this graduate had so many prospective offers attests to the success of the program. (A letter of thanks from this graduate, to the Project for its assistance is attached. See Appendix).

Five students began graduate study during this academic year in the Bilingual Community Education Program. All of the five were recruited by the Project for the Graduate Title VII program.

Periodic official meetings are held with all the trainees present as a group. The first always takes place at the beginning of the Fall

semester since its purpose is to provide orientation for new trainees and to discuss plans and potential problems for the academic year. Two general meetings were held during the Fall term and four during the Spring. Every effort is made to schedule the meetings at a time convenient to the majority of the trainees. This has been successful and attendance therefore very high. At the meeting of September 9th, for example, only two students were not in attendance.

In addition, three official academic advisement days are scheduled each term when all trainees are seen individually for course planning, general Academic counseling, discussion of student progress, and so forth. All students are informed by mail of the counselor's official hours but the counselor is also available almost daily by appointment. Furthermore, due to the fact that students' classes are held in the same building as the Project office and the resource library is located in the office, informal contact among the staff members and students is frequent. This insures that any problems, academic or otherwise, which might hinder the normal involvement of the student in college life and thereby impede academic success are attended to immediately as they arise. Contact is also maintained with students by letter and/or telephone. Such careful monitoring of students' progress and expert counseling is most assuredly a factor in the high rate of success of the students academically.

All of the students interviewed praised the help and concern of the staff. There were no problems relating to staff availability and contact was always warm and pleasant. One student, however, suggested that there was an over-dependence of the students on the staff. This is a potential problem of which the staff is well aware.

The nature of the Project, that is, a three year grant, and the importance of monitoring, necessitates a close relationship between staff and students. Students must be "put on the right track" regarding their course of studies from the point of entry into the program in order that they might progress successfully. Therefore, during the trainees' initial year in the program the frequent contact and careful monitoring process may lead to dependence. Since the staff is aware of this, a "wearing process" occurs on an individual basis as the trainees become adapted to the specific requirements of the B.S. course of study and to college life generally. It should be noted that the student making the comment on dependency was just beginning the second semester in her first year of study at the college.

Interest in the program remains high as can be seen by the ease with which available slots are filled and by the fact that, as shown in the figures above, beyond the eighteen trainees covered by the grant, a number of additional students have chosen to associate themselves with the program by financing their education either individually or through tuition assistance. For the interest and successful retaining of trainees the counseling and monitoring procedures undoubtably may be credited.

Of course, the students themselves are also to be credited for maintaining interest. They have organized a Haitian Students' Association for Bilingual Education which meets bimonthly and organizes and conducts educational and cultural activities. Examples of activities conducted by the club are: a six-session workshop on Haitian folk dance, a workshop on Haitian oral tradition, a cultural show (dancing, poetry reading) to honor the first HAPTT graduate. All of

the trainees participated in the International Day Festival at CCNY, 12 May '83. In addition, the club sponsored a trip to Boston, which took place on 1 June '83, for the purpose of visiting bilingual schools. The students ran activities to raise the necessary funds and the Project staff assisted in locating suitable sites for the visits. All of the students who made the trip deemed it a rewarding educational experience.

Extra-curricular activities of the trainees is not limited solely to educational pursuits nor to the cultural affairs of Haitian-Americans. Students have become involved in university-wide activities. One, for example, is manager of the CCNY track team, another was a candidate for the Student Senate.

Many of the trainees are involved directly in community affairs. Some of the students interviewed, credited the Project with helping them to make initial contacts in the community agencies they wish to serve. One way this is done is through the required fieldwork components in many of their courses (discussed below). Another is due to the extensive network established through the Parent Component of the Project with Community agencies. Students are involved in their communities on various levels. One, for example, was a candidate for election to the local school board this year. Two others participated in a major cultural festival "Totalolo" as dancers, in Brooklyn, NY in May.

As stated above, trainees in the program follow a course of study leading to the B.S. degree in bilingual education. One aim of the Project is to develop courses whose content will specifically address issues in education for Haitian Americans. These "special" courses in the program of study may be seen as a counterpart to those

designed specifically for bilingual education focusing on Hispanic students.

Thus far a number of courses have been developed and offered, these include: Teaching Reading & Language Arts in Haitian Creole, Issues in Haitian Bilingual Education, Teaching in Bilingual Community Agencies, Haitian Culture through Literature, Haitian Creole Language.

All of the courses developed by the Project for the Haitian Creole bilingual education program as part of the college component have been completely institutionalized. This insures that upon completion of the grant the B.S. in bilingual education with a specialization in Haitian Creole will continue to be offered. Thus the Project has been completely successful in meeting one of their major goals under the grant.

One recommendation made by the evaluator was to involve the trainees in fieldwork experiences, preferably within schools, as early on in their academic careers as possible. This recommendation has clearly been met. Most of the courses contain a fieldwork or internship requirement. For the Spring '83 term the Project Director and the Coordinator team taught the Teaching Reading and Language Arts in Haitian Creole course which had as a requirement a minimum of fifteen hours of fieldwork. The Holy Name School served as a field site. An after-school tutoring program provided the opportunity for the students to apply their newly acquired knowledge. A total of ten of the trainees took this course. Supervisory visits by the HAPTT staff to the site were made on five occasions during the term. Also, for the Issues in Haitian Bilingual Education course the fieldwork requirement has been extended and the Teaching in Bilingual

Community Agencies seminar already contained a strong fieldwork component. Also, for the Spring '83 term four trainees were doing student teaching.

Project HAPTT has succeeded in establishing and maintaining good relations with other departments in the School of Education and with departments and offices of CCNY as a whole, for example, with the Black Studies Department, Department of ESL/Academic Skills, the Office of Admissions, Office of Financial Aid, and SEEK. Such relations cannot but help facilitate the work of the Project overall. Two examples will suffice:

1. In the Fall '83 term a sociolinguist specializing in Haitian Creole joined the Department of Anthropology and the HAPTT Project was immediately notified of his appointment. In conjunction with the Project Director a course in Haitian Creole for non-native speakers is being planned.

2. In addition to general problems facing non-native speakers acquiring English as a second language, each people faces specific problems related to their native language and home culture. In this regard the Project has carried out discussions with both the ESL Program and the English Department at CCNY on specific problems faced by Haitian students to the mutual benefit of both.

The Director serves on a number of academic and administrative committees at CCNY within the School of Education and college-wide and is thus in a position to address and get a hearing for the problems and difficulties faced by the Haitian college student, in general.

During 1982 the Director also served as a member of the New York State Commissioner of Education's Advisory Council on bilingual

education. Here she was able to assume an advocacy role on the issue of implementation of the GED examination in French (which already exists in the State of New Jersey but not in New York). This is an issue of importance to the Haitian-American community. The NYS Bilingual office, under Ms. Carmen Perez, has notified the project that New York State now plans to offer such an option at a New York City site.

The Project also maintains close relations with the Workshop Center housed in the same building. The Center offers workshops on Explorations in Learning and Teaching and has a series of publications developed by its staff. An extensive library on alternative education is also housed at the Center and is of easy access for the HAPTT Students. The facilities have also been used by HAPTT.

The Project continues to develop its own research library within the confines of the budget. This library is housed in the HAPTT office and functions as a lending library. It contains books, professional journals, and other periodicals germane to bilingual education and Haitian history and culture. There is also a collection of outdated magazines which can be utilized in the preparation of course materials (picture files and so forth). Needless to say, the library is extensively used, both by HAPTT and non-HAPTT students.

The Project developed a series of workshops throughout the year on topics relating to Haitian education and culture. A survey was taken on trainee interests and needs before the summer workshops were planned. Cosponsored with Bankstreet College of Education, three workshops were scheduled for the Summer: How to Teach Kreyol Writing, Haitian Dollmaking: An Art in itself, and Teaching ESL in

the Bilingual classroom. Additional workshops are to be offered in September of '83. These workshops are held on the CCNY campus and are open to the community at large.

The Project continues its relationships with other educational institutions. Such relationships range from cosponsoring events to rendering expert assistance. For example, when the New York Coalition for Bilingual Education organized its "Community Speakout on Bilingual Education" HAPTT translated the flyer advertisement into Kreyol and sent it to those on its mailing list. Several parents participated.

In summary, the course of study prescribed by the Project for the trainees certainly provides for the adequate training of prospective teachers. College-wide and State requirements will, of course, be met. But the remainder of the course of study provides focus upon major issues in bilingual education while allowing for elective courses in the major field. It is here that those new courses designed by the Project have been incorporated.

The State of New York requires an Extension Certificate in Bilingual Education for anyone who is to be permanently certified as eligible to teach bilingual children.

This past year the degree program in Bilingual Education of the School of Education, CCNY, received approval from New York State for the Extension certificate in Bilingual Education. CCNY was one of the first to receive such approval. Since this is the program followed by the HAPTT trainees, they are the direct beneficiaries of the state and college actions.

The large number and wide range of activities carried out by the Project staff essential to the successful function of the college

component demands a high degree of dedication as well as an ability for planning and the managing of time. Even a partial list would include: dissemination of program information, recruitment activities, providing information on college entrance, registration procedures, foreign transcript evaluation, assistance in preparing financial aid forms, funding information, providing information on ESL and GED programs, general academic advisement, developing and offering career guidance workshops, student visa information, and so forth.

That the college component of HAPTT has been successful is due to the proper planning and hard work of the staff as a team.

Parent Component:

The primary goal of the parent component - to provide those skills community members need to meet their responsibilities as parents of LEP children in bilingual education - is to be met through outreach activities. To this end, Project HAPTT has concentrated its efforts on gathering and disseminating available information, developing materials for those areas where none is presently available, preparing and holding workshops and conferences in locations easily accessible to Haitian community members (usually their immediate neighborhoods), by writing and recording radio programs on a variety of topics to be broadcast on local radio shows, and by any other means within the competencies of the staff and within the confines of the budget. These structured activities are designed to address the most severe problems facing the largest number of Haitian-American parents. Since services of this nature are best offered in local schools, churches, or neighborhood centers, staff members whose primary responsibilities lay in this component spent a number of days per week (two or three) in the field.

A number of workshops and conferences were held throughout the year. (See Appendix for a listing.) Many of the conferences were co-sponsored with local educational agencies or community organizations.

The links between the Training component of the Project and The Parent Component (which really includes the Haitian-American community at large) continue to increase. As mentioned, the Project trainees have formed their own organization, Haitian Bilingual Education Club of the City College of New York. This "club" is distinct from the pre-existing Haitian Club on campus although members of the trainees' organization often join in the planning of and participate in activities sponsored by the Haitian Club.

The trainees, as an opening activity, toward the beginning of the Fall semester, sent letters to high schools in the New York City area to inform them of the existence of the new organization and of the activities that they had planned. Letters were also sent to Haitian clubs at other colleges and universities in the New York metropolitan area. One activity they planned was a poetry contest with selected entries to be published in the Parent Brochure, Lyezon. The trainees actively engaged in trying to interest high school students and other community members in the contest as well as in the cultural festival planned for December 17th by the campus Haitian Club in which they participated. Since many of the trainees, are parents, the potential for the continued establishment of links between the college and community is built-in.

In addition, the Project (training component) sponsored a special lecture on "Perspectives of Haitian History" by a noted author and historian on September 28th on the City College campus, and cooperated

The trainees have also become more involved with Lyezon. As already mentioned they wished to publish some of the poems submitted for their Creole poetry contest. They had also suggested that news on educational programs especially and Haitian communities generally outside the New York City area be included. This also was done in the November 1982 issue.

The November 1982 issue also included an evaluation form designed by the staff in order to get feedback on format, content, and so forth. Unsollicited feedback had already been received. Letters have come in from Haiti and from out-of-state contacts welcoming Lyezon and offering praise and moral support. The Project actively seeks to expand these contacts and Lyezon provides one important means.

In the early part of September the Project sent letters to all schools in New York City, elementary, junior high, and high schools, public and parochial, where a population of more than twenty Haitian-American students were enrolled. The purpose of the letter was to inform the schools of HAPTT's continued existence, its willingness to serve, and the specific services it could offer. From the responses, workshops, for example on planning for college and on involving parents in educational planning, were planned and held at the sites where the requests had initiated.

It had been recommended that the Project design workshops to allow for maximal personal contact with "clients". The workshops in the schools provide the ideal. Staff members spend an entire day at the school going from classroom to classroom providing adequate accessibility and time for answering questions. The responses to those workshops has been high, the Project receiving many calls from school counselors for additional information and/or advice. For

in the Jacques Stephen Alexis Festival 1982 held on October 29-30, 1982 which was sponsored by the Association of Haitian Writers Abroad and the City College Black Studies Department. These few examples illustrate the Project's links both within the academic community and with the Haitian-American community at large, which it serves.

The Project continued its publication, the newsletter/magazine Lyezon. The issue planned for early Fall 1982 was delayed due to unanticipated problems. Search for a suitable printer at reasonable cost resulted in acquiring printing services at half the cost of the price quoted by the university printer. Work on the newsletter (design, editing, and so forth) is time consuming and must often be interrupted for more immediately pressing concerns. It had been hoped that some of this work on the newsletter might be delegated to work/study students or to trainees but this has proved unfeasible. Also, the budget for Lyezon is severely limited. In order to continue publication both the United Parents Association and the NY State Education Department have been approached as possible sources for the funds needed for duplication of previously printed issues that have been exhausted. The NYS Education Dept. - Bil. Unit - responded favorably.

It has been recommended that the Project involve community members in all facets of the production of Lyezon. This recommendation has been partially met. The November 1982 issue, for example, included three interviews by community spokespersons on topical issues: Discipline in the Home and at school, Drugs, and PTA's and School Board relations. This last was contributed by a director of a community center who is also immediate past-President of a PTA at a New York City public school. This same parent was also a candidate for election to a local school board this year.

example, one of the high schools with a large Haitian population where HAPTT held a workshop last year has called for a "return engagement." Information about HAPTT and the services it offers is quickly disseminated by the school children to their parents into the community at large. Parents have called or visited the office to ask for advice both for themselves and their children as a result of the workshop given at Wingate High School, for one. Also, especially in regard to educational matters, many parents are referred to HAPTT by local community centers.

The Project has continued their involvement in larger workshops as well. On December 12th a cultural and educational festival planned in collaboration with a Coalition of Haitian Community Centers was held at St. Augustine's Church auditorium. This "festival" was directed toward recent refugees with HAPTT responsible for addressing educational issues. A very large turn out resulted, as was expected, in spite of snowy conditions.

During the '82-'83 year, the Project has devoted much time to overcome the difficulties presented by the goal of developing audio and video tapes on specific subjects which would then serve as a permanent resource for community information. The radio stations contacted by the Project indicated their preference for live programs. The Project staff who participated in these shows, would then have the task of editing the tape and preparing the permanent version. Because of this, work on the preparation of radio scripts has proceeded slowly and a large number of taped broadcasts have not been made.

Also, planning for the production of a video tape for use in the schools and community agencies had just gotten under way at

the completion of the grant's second year. Because this is tied very closely to the institutionalization of the parent component this will be a major focus during the final year of the grant.

In addition, a large portion of the activities under the Parent Component for '82-'83 were related to the project entitled "Haitian Youth: Struggling for a Future." (This is discussed under Advisory Committee).

Advisory Committee:

Although not originally required under the grant, toward the end of September 1981, less then sixty days after funding, a Project Advisory Committee was formed. The committee is seen as an important link between the Project and the community. The committee is comprised of parents, clergymen, and other responsible community members and also has one student member elected by the students. The Project's quick action on this expressed need to set up such a committee attests to their desire to have HAPTT recognized as an integral part of the community.

The Committee meets periodically (at least once per semester) to discuss the progress of the Project, to suggest issues of vital concern to the Haitian-American community which the Project is capable of addressing, and to offer guidance and direction pertaining to programs and activities the Project has instituted toward the alleviation of existing community problems. Throughout the year the committee members are kept abreast of developments through personal contacts, by telephone, or by letter and are always invited to the events planned by the Project and the college at large.

The first meeting of the Advisory Council for '82-'83 was held in September. Although only five of the fourteen council members attended, the staff judged this meeting as very productive. Subsequently, an effort was made to contact those few who were chronically absent from the meetings to determine whether professional tasks and commitments interfered with participation on the council (via a survey). With such information the Project staff would decide whether to invite additional community members to participate on the Council. The Project staff recognized the importance of maintaining an active advisory body since it is the council which provides major links to the community and which apprises the Project on pressing community needs, specifically those pertaining to educational matters.

The Council "assigned" a task to the Project which began in January 1983. The Council, reflecting the community, had become increasingly concerned with the problem of juvenile delinquency in the schools and the inability of parents and schools to deal with it effectively. HAPTT was to devise a plan of action directed at this problem. The staff had met, designed a plan, and scheduled meetings to get reactions from various community and educational leaders. The plan as advised specifies that HAPTT will not work alone but will involve other professionals, community centers, educational organizations, and the press. Radio programs focusing on delinquency will be prepared and broadcast as well. A major campaign was thus launched on behalf of Haitian youth.

Other Agencies which have joined with HAPTT in this effort include: NYS Bureau of Bilingual Education, NYC office of Bilingual Education, Bankstreet College of Education, and the C.W. Post - Hunter College BESC.

The input of the Advisory Committee has been invaluable to the campaign. In November 1982, the committee as a body voiced its concern about the future of Haitian youth in NYC and specifically requested that HAPTT undertake, as part of their activities, a project directed to setting up a framework for the continuous discussion of the educational needs of Haitian youth and the problems faced by themselves and their families.

Recognizing the enormity of the task and the limits of its own financial and manpower resources, Project HAPTT assumed the initial leadership role by developing a design for the campaign and by using its community contacts, involved parents through community agencies in the actual implementation of the various facets of the campaign.

This campaign, called "The Haitian Child: Struggling for a Future", is an integral part of the parent component of HAPTT. Most of the resources, community contacts, and materials developed during the first year of the Project were utilized. Thus the campaign served to focus the various activities of the Parent Component during the second year of the grant and this should prove a strong transitional step in the process of institutionalization.

One unexpected outcome of the campaign has been the clarification of the role of the Advisory Committee in the functioning of HAPTT. Interest in the project among Committee members has increased. While during the first year of the grant all committee members were highly informed of the activities of the Project, attendance at Advisory meetings was sporadic. Attendance ranged from as low as one-third to as high as two-thirds present at any meeting. Since the inception of the campaign attendance has never fallen below one-half and is most often near 80%. The meeting of 6/8/83 attended by

the evaluator is indicative. Eleven of fifteen Committee members who attended made suggestions, gave advice, openly reacted to the Projects' activities, in short, provided much helpful input. It should be remarked that although the committee is composed of many people drawn from the Haitian-American Community, it is purposely varied in order to be representative of the divergent views present in the community at large.

Recommendations:

For the third year of the Project grant, 1983-84, it is recommended that:

1. those trainees now involved in the process of student teaching be invited to discuss their experiences with the trainees as a group. This would help allay any uneasiness and provide the opportunity for having questions answered by one actually involved in the process. This could be arranged entirely by the trainees themselves at the suggestion of the Project, perhaps via their Haitian Bilingual Education Club;
2. The Project approach the funding source with a request to increase tuition support for an increased number of trainees;
3. The Project develop and implement a process specifically directed at the institutionalization of the Parent Component;
4. The Project develop and offer a series of intensive "leadership training" workshops for parents in conjunction with Haitian community centers. (This should be seen as part of the institutionalization process);
5. The Project insure that those trainees now receiving partial tuition assistance under the grant are aware of and apply for financial

aid for the '84-'85 academic year from other sources.

6. The Project seek funds for the employment of consultants and technical experts for the production of professional quality video and audio tapes for broadcasting.

Conclusions:

During the twelve months under year two of the grant, September '82-August '83, Project HAPTT continued to perform under the grant stipulations and has positively responded to the recommendations of evaluation report for the first year. No major problems exist at this time and the Project is in compliance with the specifications of the grant proposal.

Appendix

A TITLE VII PROJECT - GRANT # G 008102467
Documentation
of
PROJECT HAPTT-MAJOR ACTIVITIES
82-83 Year
9/1/82 to 8/31/83

College Component

RECRUITMENT: 8 applicants selected for the Fall term
5 under HAPTT grant (3 parents)
2 under the SEEK Program
1 under TAP/PELL

7 applications selected for the Spring term
3 under HAPTT grant (2 parents)
3 under TAP/PELL
1 self-supported

COUNSELING/ACADEMIC ADVISEMENT: Provided in the office on a daily basis and periodically over the phone, through radio programs and at local schools.

TRAINEES' MEETINGS: Fall Term
September 9, 1982
December 10, 1982

Spring Term
February 25, 1983
March 11, 1983
May 13, 1983
June 2, 1983

STUDENT TEACHING: Fall Term
One Student Teacher at PS 189, CSD 17

Spring Term:
Two Student Teachers at PS 189, CSD 17
Two Student Teachers at PS 9, CSD 3
One student will graduate this June, Cum Laude.

HAITIAN RELATED COURSES: Fall Term
Issues in Haitian Bilingual Education
Haitian Culture through Literature
Haitian Creole Language

Spring Term:
Teaching Language Arts and Reading in Haitian Creole
Socio-Culture Foundations of Bilingual Education (includes a Haitian component built into the course)
Worked with Prof. Manigat of Black Studies on a Creole Proficiency for students interested.

Summer Session:

Attended by 9 Trainees (Funds available through 1 mo. Salary of Cood. position. Various courses were taken.)

GRADUATION

One Dean's List Student - Graduated Cum Laude 6/5/83
Many prospective offers made to her for September 1983 as a result of guidance and career services provided through CCNY.

Special Training

HAITIAN STUDENTS ASSOCIATION FOR BILINGUAL EDUCATION:

Meeting every other Thursday.
Spring Workshops: Haitian Folk Dance -- 6 sessions
Haitian Oral Tradition - one session

HSABE, Activities

Culminating Cultural Program honoring 1st graduate, May 13, 1983.
Performances by Trainees and Staff.
Trip to visit Boston Bilingual Schools, June 1, 1983
Fund-Raising Dance, June 3, 1983
Poetry Contest and Volunteer work at Community Centers, all year.

FIELD SERVICES BY TRAINEES

Placement of ten trainees in afterschool program at Holy Name School to work with Haitian children, one hour a week each as part of EDEL 353.
Supervisory visits from HAPTT staff: February 28, 1983; March 23, 1983; April 14, 1983; May 6, 1983; May 10, 1983; May 11, 1983.

Summer Workshops: Five to eight sessions (topics to be decided) in May 1983. Survey being done among Trainees. These will be co-sponsored w/Bank Street College and open to the entire community.

IN HOUSE LIBRARY: Extensively used by HAPTT and other/bilingual students

STAFF MEETINGS: Held regularly, every other Tuesday. Minutes filed.

CCNY BILINGUAL EDUCATION STAFF MEETINGS: Regularly, every Tuesday.

CCNY ELEMENTARY EDUCATION DEPARTMENT MEETINGS -- Once a month.
School of Education meetings -- Attended regularly

ADVISORY COUNCIL MEETINGS: Fall Meeting on October 20, 1982
Spring Meetings May 25 1983 and June 8, 1983
On-going contacts with most active members regarding the 1983 Campaign suggested by committee members.

Outreach Component

Intensive Advocacy Work - Individual cases in homes and schools (See reports on file)

ASSISTANCE TO CANDIDATES AND PARENTS RUNNING IN SCHOOL BOARD ELECTIONS:
in District 17 and District 6.
One Trainee and one Advisory Committee Member running in Dist. 17.
One colleague running in Dist. 6.

PREPARATION OF PARENT BROCHURES, LYEZON

Topics Covered the November (#3) 1982 Issue: 50 pages, illustrated.

Let's remember... (our culture) - An nou sonje...
Tips for Writing - Aprann ekri byen
Folktale: "Kondisyon jamè fache"
Social Assistance: - Èd Sosyal
Maintenance Centers, etc. - Sant Mentenans
Vocational Education - Edikasyon Pwofesyonèl
Programs, etc. - Pwogram ki genyen yo
E.S.L. in New York City - E.S.L. nan Nouyòk
Useful Information - Enfòmasyon Itil
Haitian Education News - Nouvèl sou pwogram edikasyon ayisyen yo
How to Apply for college - Ki jan nou ka fè aplikasyon pou kolèj
Financial Offices at C.U.N.Y. - Biwo èd finansyè nan C.U.N.Y.
Financing educational programs - Ki kòb ki fè lekòl isit mache
Cultural corner: booklist on Haitian History - Kwen kiltirèl: lis liv sou istwa d-Ayiti
Eating Habits - Move abitid nan manje
Parents' Rights in the Public Schools - Dwa paran yo nan lekòl piblik yo
Discipline Problems - Pwoblèm disiplin
Proverbs on Animals - Pwovèb sou zannimo
P.T.A. and School Boards - P.T.A. ak konsèy rejyonal
Parent/Teacher Meetings - Reyinyon paran-pwofesè

Topics covered July (#4) Special Campaign Issue: 56 pages, illustrated.

Characteristics of Elementary and Secondary Schools in the U.S. - Diferans ant lekòl elemantè ak lekòl segondè
Developing Positive Self-Images
Talk to your young kids - Pale ak timoun piti yo
Schooling beyond High School - Ki lòt lekòl ki genyen apre lekòl segondè
The Role of the Guidance Counselor - Wol yon konseye pedagojik
Report Cards - Kanè lekòl timoun yo
Dangerous materials for your children's health - Materyèl ki gen danje ladan yo
Song: It's a fact - Chante: Yon verite
- Fostering children's imagination - Ankouraje devlopman lespri timoun yo
- Test and Testing - Evaliyasyon timoun yo nan lekòl yo
- Special Education - Edikasyon espesyal
Sex Education - Timoun yo ap grandi: konpòtman pitit fi ak pitit gason nou
Useful information - Enfòmasyon Itil
Goals of the campaign:
The Haitian Youth Struggling for a Future - Ann goumen pou lavni timoun yo
Place a request for assistance - Pa ezite mande Pwojè HAPTT koudmen

What to do about my child's problems - Pitit mwen ap bay pwoblèm: m pa konn sa pou m-fè
Recent trends in Education - Dènye aktivite nan branch edikasyon an
Sample letters for parents to their child's school - Modèl lèt ki ka ede paran yo

Due to such great demands, we have explored the possibility of reproduction of past issues by the New York State Education Dept. Negotiations in process as part of major campaign. Forthcoming, 1984.

WORKSHOPS

New Jersey State Community Education Conference on October 14, 1982
Presentation on Haitian Family Needs for HRA Workers, through Hunter College, on November 10, 1982
Presentation on College Education for Wingate H.S. students, on November 17, 1982
Presentation on College Education for Wingate H.S. Haitian Club, on December 3, 1982
Presentation on College Education students at Boys and Girls H.S. on December 7, 1983
Presentation on College Education for Hatitian Students at Jackson H.S. on December 8, 1982
Presentation on Haitian Creole Resources for Prof. Manigat's class on November 30, 1982
Presentation to staff at P.S. 219 about Haitian and Family Structure, on December 15, 1982
Presentation to staff at P.S. 139 about Haitian Culture and Family Struture, on February 3, 1983
Presentation to staff at P.S. 161 about Haitian Culture and Family Structure, on February 28, 1983
Presentation to staff at Newark Board of Education, NJ on January 6, 1983
Presentation to staff at East Orange Board of Education, NJ on February 6, 1983
Presentation to staff at Orange Board of Education, NJ on March 6, 1983
Presentation to staff at Elizabeth Board of Education, NJ on April 11, 1983
Presentation to educators and parents on Vocational Services to LEP Communuties at SABE Conference on April 9, 1983 (Career Conf. Model was presented)
Presentation to educators at NJ State Bilingual Education Conference on April 22, 1983
Presentation on Haitian Family Needs for HRA workers, through Hunter College on February 23, 1983
Presentation on Self-Concept and Strategies for Implementing Culture on April 29, 1983, at training activity sponsored by the NYS Education Dept.
Presentation on Perceptions and Interaction of Haitian Parents with schools at Teachers College, Columbia University on May 4, 1983.
Presentation on Adult Education to enrollees in HATI ESL program on May 9, 1983
Presentation on Adult and College Education to enrollees in HATI program in Manhattan on May 6, 1983
Presentation on College Education for students at South Shore H.S. on May 19, 1983
Presentation on College Education for students at Boys and Girls H.S. on May 24, 1983
ESL Workshops for HAPTT Trainees, once a week, from April 7 to May 19, 1983 with consultant

Presentation on Adult and College Education for enrollees in HATI program in Brooklyn, on June 6, 1983
Presentation at HAUP, Inc. Queens, NY at Information Fair Konbit June 26, 1983
Guest Apeech at HAUP's Cultural Evening' June 18, 1983
"Ways of Developing Self-concept and Maintaining Culture in the Home."

PARTICIPATION IN CONFERENCES:

Jacques Stephen Alexis held at City College, in collaboration with the City College Black Studies Department and the Association of Haitian Writers Abroad, on October 29 or 30, 1982.

April 1983 - Annual Weekend Institute - Elem. Ed. Dept.
Educational and Cultural Festival for Haitian Refugees on December 12, 1982.
NYS Education Dept. Parents' Conference - scheduled for June 1983 postponed to 12/83
Bilingual Community Hearings Wed. 6/15/83, 3-9 PM

ATTENDANCE AT PLANNING MEETINGS AND CONFERENCES

Planning meeting for April 29, 1983 conference at New York State Education Department.
Program Planning meeting for SABE Conference.
Attendance at UPA conference -- staff and trainees attended (5)
Attendance at SABE conference -- staff and trainees attended (6)
Attendance at Fordham Conference on Parents and Reading -- one staff member attended
Attendance at SED meeting for Directors and Evaluators - 6/14/83 - Albany - Carole attended
Carole met with the IHE Division at the NYS Ed. Dept., 6/14/83 in Albany

RADIO BROADCASTS: Various Stations have cooperated in this effort.

Dissemination of Information on College and Community Education on September 19, 1982
Annoucement made on December 5, 1982 about the December 12th Workshops
Interview about Project HAPTT and the 1983 campaign on March 13, 1983;
5/1/83 - Broadcast re: Campaign and School Board Elections.
Live Program on Acculturation and Development of a Positive Self-Image, 5/29/83.
Live Program and Interview on Summer Activities for Parents and children, 6/26/83
Live Program About Project HAPTT, Recruitment and update of Activities for Campaign, 8/28/83.

TRANSLATION OF ARTICLES AND MATERIALS

Translation of many pamphlets available through UPA, at UPA's request.
To be printed by UPA in the future with credit given to HAPTT for translations.
Translation of various Board of Education publication for parents.

MAJOR MAILINGS:

Letters to 100 principals with twenty or more Haitian students in their schools to offer our services to the parents of those schools as well as the staff.

Invitation to 300 clients to the Jacques Alexis Festival.
Letters to 300 Haitian educators to inform them of services available to them upon request.
Notices to 100 clients about adult education program offerings for the Fall 1982 term.
Notices to 300 educators and clients about the December 12, 1982 festival.
Invitations to 200 educators to the December 29, 1982 Meeting about the 1983 Campaign.
Invitations to 30 social workers and psychologists to the April 10 meeting about the 1983 Campaign.
Notices to 300 educators and community centers with flier for Community Bilingual Hearings, Sponsored by Aspira, N.Y. and the NY Coalition for Bilingual Education (May and June 83)

CAMPAIGN: THE HAITIAN YOUTH STRUGGLING FOR A FUTURE (Institutionalization efforts of Parent Component)
November 16, 1983 staff reactions to the idea of a campaign: work session
December 10, 1983 meeting with community agencies and educational agencies concerned.
December 28, 1983 follow-up meeting with community agencies and educational agencies
December 29, 1983 meeting about campaign with educators concerned.
January 27, 1983 meeting with questionnaire committee in reference to the campaign to start drafting it. Feb. 28 & March 1, 1983 Follow-up.
March 7, 1983 meeting with other agencies about possible Parents Conference for 1983 -- as part of the campaign. Mar. 23 follow-up meeting.
April 10, 1983 Meeting with Social Workers re: campaign
May 1983 - Campaign Posters ready - Printed by OBE, NYC schools.
May 17, 1983 Coordinate Haitian Parents' participation in Public Hearings on Bil. Ed.
June - Mailings to Educators (300) re: Bil. Com. Hearings
July - Finalized Questionnaire to be administered in Sept.
Aug. - Mailing of Lyezon to Parents, Community Centers & Educators

College - Related Cooperative Efforts

Planning Decoration of Student Lounge and the Department of Elementary Education Conference Room

Preparation (Art work) of fliers for various departmental and school activities and events.

EDWIDGE CREVECOEUR
223-12 113th Avenue
Queens Village, New York 11429

Evaluation - Project HAPTT

The Project HAPTT Program, under the direction of Carole Berotte Joseph, is a special bilingual program which I am very honored to have participated in.

The program not only dealt with intellectual matters such as the required courses given, but also with issues of great importance. One example of such an issue is "The feelings of the Haitian people about the Creole language."

An approach which allows a student to reinforce what he or she has learned by dealing with real issues is applaudable, and thereby creates an even greater thirst for learning. I must state that this thirst for learning was satisfied by the abundance of materials which were made readily available to the students in the program.

The patience, coupled with the intelligence of the Project HAPTT staff, also contributed to satisfying the thirst for learning.

A series of workshops, which I happily took advantage of, were set up to provide the students with even more information.

This learning and confidence which I have obtained from being in the program has allowed me to confidently accept a teaching position in my community.

If I was asked to grade the Project HAPTT Program, my grade would definitely be an A++ in all areas.

Sincerely,

Edwidge Crevecoeur
June 1983 - 1st official Graduate